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ABSTRACT

Designed to identify and develop reading skills, stimulate the desire to read, promote an appreciation of literature, and encourage reading as a lifelong habit, the Department of Defense Dependents Schools Comprehensive Reading Program presented in this pamphlet outlines the major functions of the reading improvement specialist (RIS). These functions, as described in the pamphlet, include the following: (1) promoting the reading program by helping to implement and monitor it, (2) providing assessment services for staff, (4) offering instruction to supplement regular classroom instruction, (5) working with other specialists to develop programs for individual students or classes, and (6) participating in professional growth and development activities. An appendix describes the reading specialist's role in carrying out Public Law 94-142, which addresses the educational needs of handicapped students. (MM)

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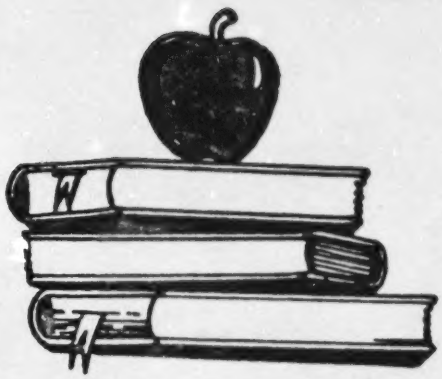

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statement of functions

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preface

The Department of Defense Dependents Schools (DoDDS) Comprehensive Reading Program is designed to identify and develop reading skills, stimulate the desire to read, promote an appreciation of literature, and encourage reading as a lifelong habit. It allows each student to progress at a rate appropriate to the student's developmental level. The DoDDS Comprehensive Reading Program is a continuous process that focuses on increasing the individual's reading skills in a systematic, sequential manner.

To assist in the development of a comprehensive reading program, most overseas dependents' schools have been staffed with a full or part-time Reading Improvement Specialist (RIS). RIS's furnish significant support to the attainment of a sound, articulated school-wide comprehensive reading program.

This statement of functions for RIS's identifies the major areas of RIS responsibilities. These functions are designed to enhance all phases of the reading program. The RIS provides services within this broad framework in a manner which best meets the unique needs of the population being served. Specific service provided within the areas described in this manual should be the result of discussions between the principal and the RIS.

Steve Motta

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Chief
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table of contents

page

organization and numbering code 1

general functions

1.0 Promote the school comprehensive reading program 2

2.0 Provide assessment services 3

3.0 Provide resource service 4

4.0 Provide student instruction 5

5.0 Participate as a team member with other specialists 6

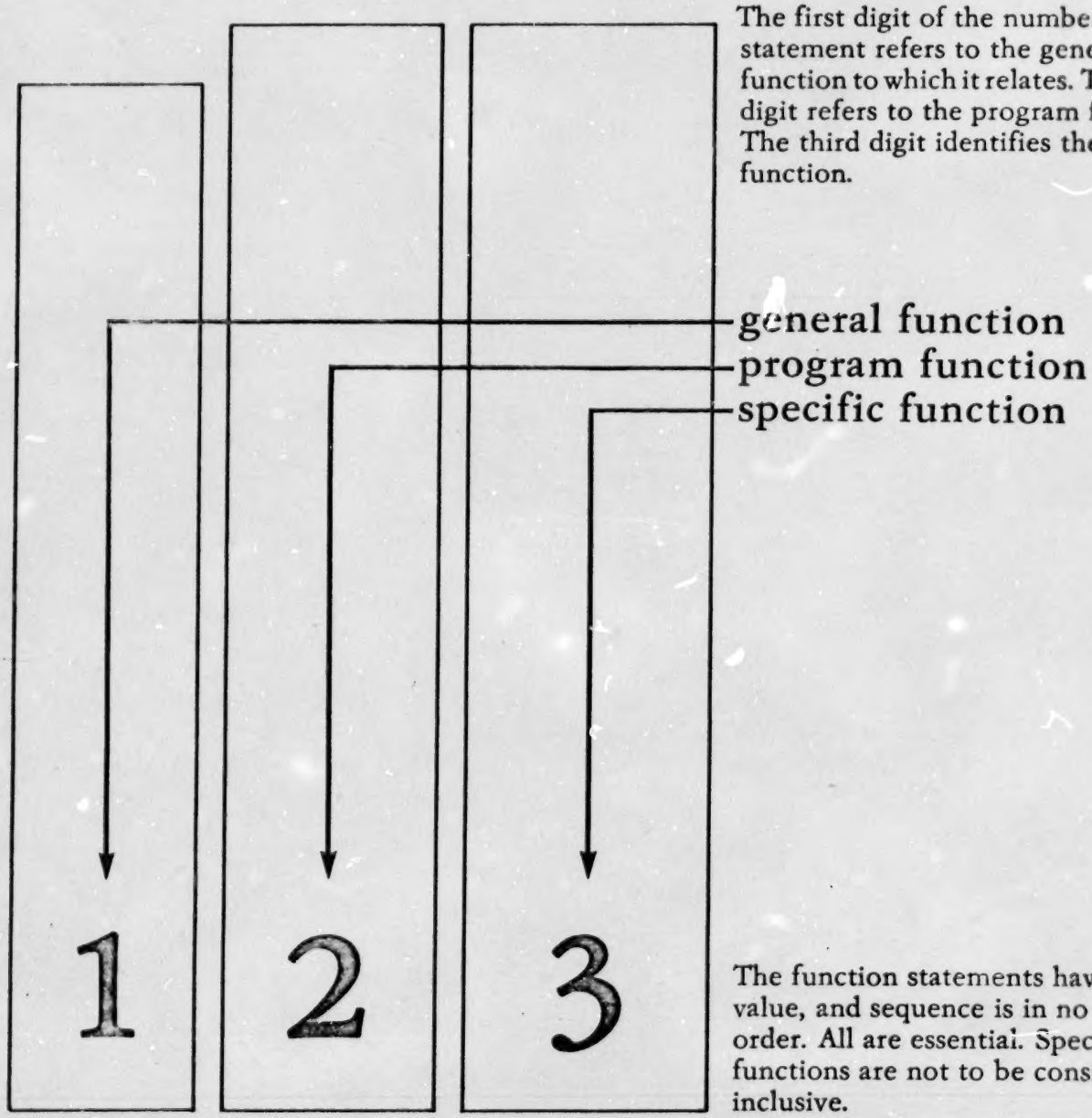
6.0 Participate in professional growth and development 7

appendix I

PL 94-142 and the reading improvement specialist 8

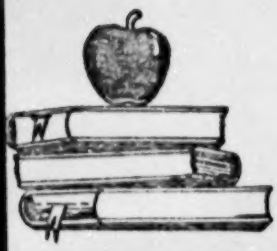
statement of functions

The first digit of the number of each statement refers to the general function to which it relates. The second digit refers to the program function. The third digit identifies the specific function.



The function statements have equal value, and sequence is in no priority order. All are essential. Specific functions are not to be considered inclusive.

organization and numbering code



1.0 Promote the School Comprehensive Reading Program

1.1 Assist in the implementation of the comprehensive reading program.

- 1.1.1 Work closely with the principal to coordinate the comprehensive reading program.
- 1.1.2 Assist the staff in the development of appropriate reading instructional programs for students and groups.
- 1.1.3 Assist the staff in determining priorities for the school-wide reading program.
- 1.1.4 Coordinate resources and materials for the comprehensive reading program.
- 1.1.5 Recommend reading materials and supply orders to the principal and staff.
- 1.1.6 Interpret the comprehensive reading program to the school staff and community.
- 1.1.7 Serve on the school reading committee.

1.2 Assist teachers in classroom management of the comprehensive reading program.

- 1.2.1 Recommend pupil assignments to instructional programs.
- 1.2.2 Assist teachers in grouping for instruction.
- 1.2.3 Confer with school staff concerning progress of groups.
- 1.2.4 Assist in determining appropriate selection and use of textbooks and other printed materials.
- 1.2.5 Assist teachers in teaching reading in the content areas.

1.3 Assist staff in monitoring the comprehensive reading program.

- 1.3.1 Assist in the assessment elements of the management components.
- 1.3.2 Assist teachers in the maintenance of individual, class, and school records.
- 1.3.3 Coordinate with guidance staff in the collection of data for improvement of the comprehensive reading program.
- 1.3.4 Interpret data to recommend improvement of the comprehensive reading program.

2.0 Provide Assessment Services

2.1 Provide assessment service for students.

- 2.1.1 Test individual students upon referral.
- 2.1.2 Test new students for initial placement in the reading program.
- 2.1.3 Recommend adjustments to a student's program.
- 2.1.4 Provide re-evaluation and followup.
- 2.1.5 Refer students to other specialists.
- 2.1.6 Assist in the development of the Individual Education Plan (IEP) when requested by the Case Study Committee (CSC).

2.2 Provide assistance in the assessment of programs.

- 2.2.1 Coordinate the school-wide reading assessment program.
- 2.2.2 Assist staff in a variety of evaluation techniques.
- 2.2.3 Recommend adjustments to instructional techniques based on assessment results.
- 2.2.4 Involve staff in the assessment of the comprehensive reading program.

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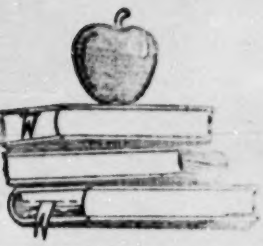


3.0 Provide Resource Services

3.1 Foster staff development.

- 3.1.1 Share knowledge of the reading process and various teaching techniques.
- 3.1.2 Disseminate information from current publications and materials related to reading.
- 3.1.3 Promote staff involvement to improve school-wide reading program.
- 3.1.4 Provide reading in-service meetings with individual teachers, teams, content area departments, grade levels, and entire faculties.

3.2 Provide services to teachers.

- 3.2.1 Assist staff in using diagnostic information to determine student instructional needs.
- 3.2.2 Consult with principal and staff concerning reading programs and program improvement.
- 3.2.3 Maintain a current inventory of basal and supplementary reading materials.
- 3.2.4 Provide materials to supplement basic instruction.
- 3.2.5 Assist teachers in integrating reading instruction into content areas.
- 3.2.6 Assist teachers to individualize instruction in content area subjects.
- 3.2.7 Articulate elementary and junior and senior high reading programs.
- 3.2.8 Work with the media specialists in the selection of materials.

3.3 Promote community involvement in reading program.

- 3.3.1 Provide interpretation of assessment results.
- 3.3.2 Promote parents' role in the reading program.

4.0 Provide Student Instruction to Supplement, Not Replace, Regular Classroom Instruction

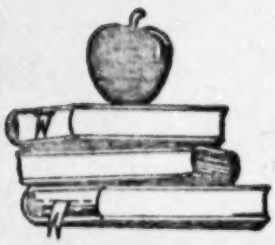
4.1 Recruit, train, and manage tutors for supplementary instruction.

4.2 Teach small groups of remedial students.

4.3 Provide corrective instruction on specific skills.

4.4 Provide instruction for content area reading.

4.5 Provide enrichment activities for gifted students.



5.0 Participate as a Team Member with Other Specialists

5.1 Participate as a member of the CSC when appropriate.

5.1.1 Assist in the development of IEP's when appropriate.

5.1.2 Assist in the interpretation of case information.

5.1.3 Suggest student instructional programs.

5.2 Recommend referral of students to other specialists for evaluation and action.

5.3 Correlate student programs with recommendations made by the CSC.

6.0 Participate in Professional Growth and Development Activities

6.1 Attend professional meetings.

6.2 Participate in formal and informal courses related to reading instruction.

6.3 Review current professional literature.

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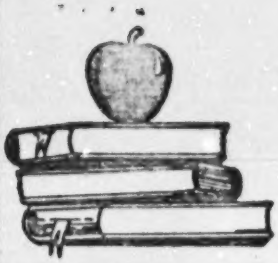

appendix I

Public Law 94-142 and the Reading Improvement Specialist

The Federal definitions of handicapped classifications are used by DoDDS as the guidelines for working with handicapped students. As DoDDS moves toward improving services to special needs students, there will be many occasions in which RIS's are called upon to assist. Major areas in which the RIS may be called upon are:

As a member of the CSC. The RIS may be asked to participate as a CSC member which would add a multidisciplinary aspect to the *assessment* and *programming* of a student.

In *assessment* an RIS can determine the present level of functioning through reading achievement tests.

If a student is in fact classified as a handicapped student, the RIS could be called upon to assist in *programming* for the student through the development of the reading portion of the IEP. The IEP should be the result of a joint effort by the teachers, resource specialists, and the child's parents. Public Law 94-142 does not require that RIS's develop a formal IEP for the student receiving remedial reading service *unless* the student has been determined to be handicapped and in need of special education.

As an instructor of handicapped students: Through direct instruction the RIS can address the educational needs of handicapped students in the area of reading achievement, as reflected in the IEP.

For a more complete interpretation of Public Law 94-142, as it applies to DoDDS, refer to DoD Instruction 1342.12, "Education of Handicapped Children in DoD Dependents Schools," December 17, 1981.

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